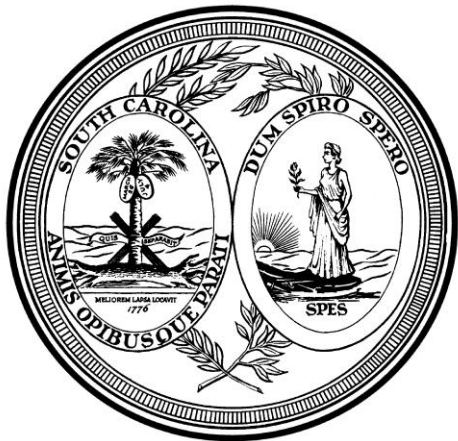# 2016 SUMMER VIRTUAL PLO

COMMUNICATION STANDARDS

Candice M. Lowman

Middle Level ELA Education Associate
clowman@ed.sc.gov
803-791-0091

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Middle Level ELA Education Associate
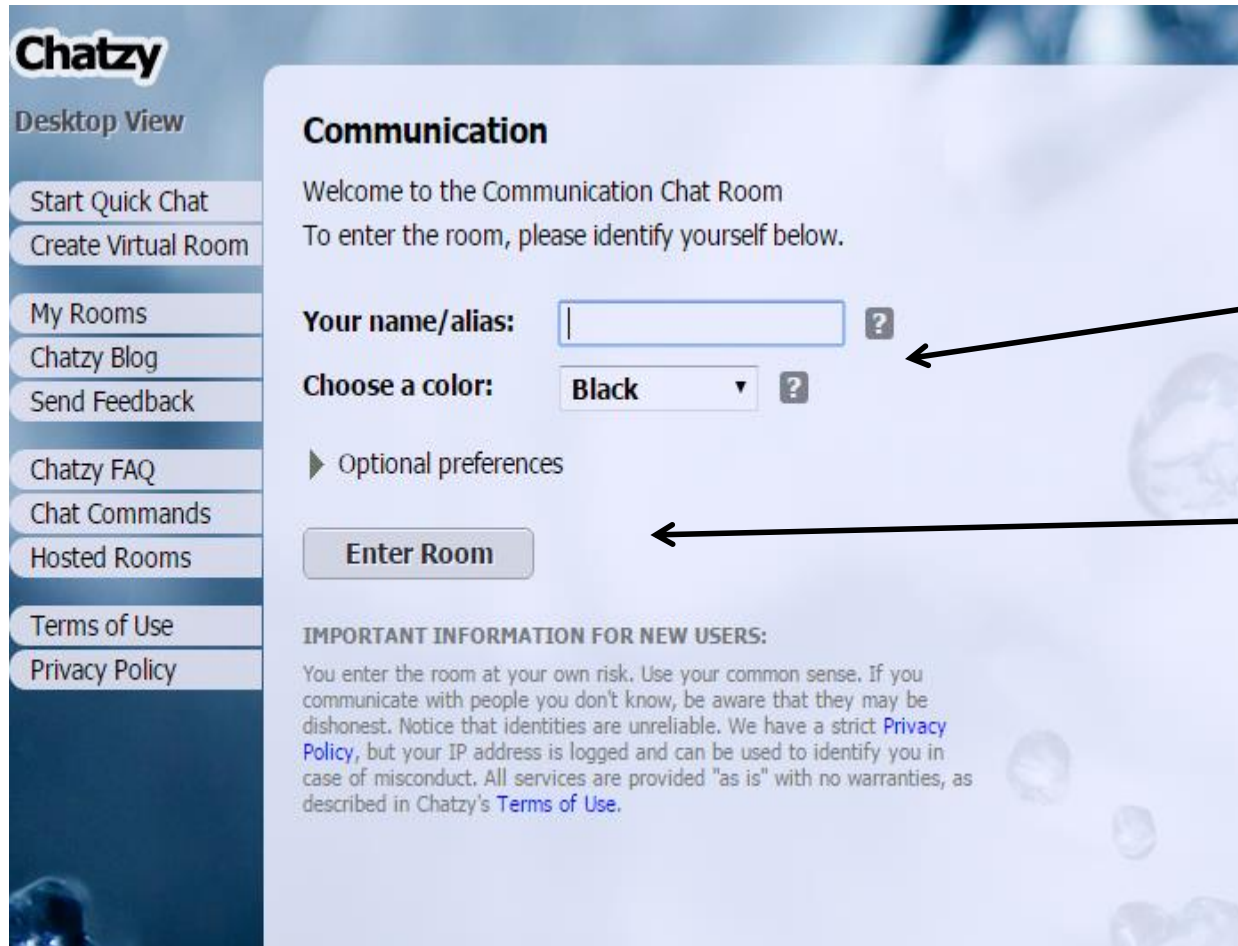
clowman@ed.sc.gov

803-791-0091

2016 Summer Virtual PLO Padlet

http://goo.gl/S2n1xC

Comments and Questions During Session

http://www.chatzy.com/48997033132821

Comments and Questions During Session

Enter your name and select a color.

Then select Enter Room.

Select Join Chat

The room was created 7 minutes ago
Candice joined the chat 6 minutes ago
Candice left the chat 5 minutes ago
Test joined the chat

Test:
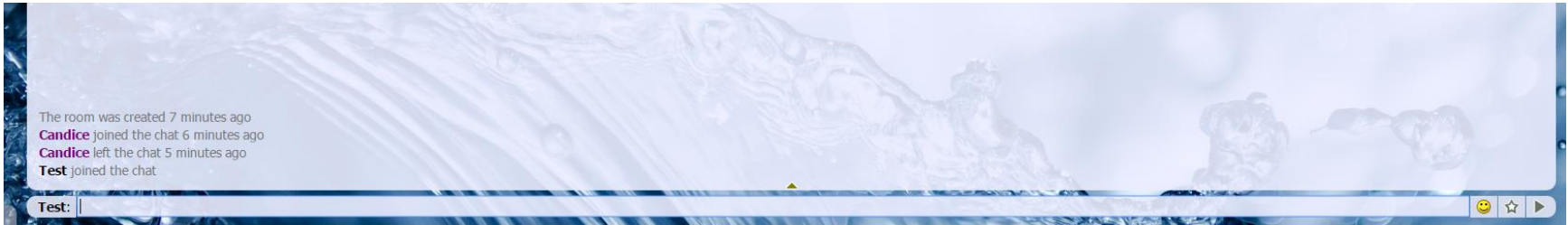
Here is where you will enter your text and press enter when you want to submit your comment or question.

If you wish to have a question answered, please provide your email address.

SCDE Website

SCDE Website

SCDE Website

STANDARDS & LEARNING

English Language Arts
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Mathematics
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Science
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Social Studies
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Health Education
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Physical Education
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Session Learning Targets

- I can identify the difference between monologic and dialogic talk and questions.

- I can identify academic conversations.

- I can integrate academic conversations and talk into my classroom instruction.

Terms Will We Use

Throughout this presentation we will use several different terms that refer to communication.

- Talk

- Academic conversations

- Discourse

Discourse

According to Merriam-Webster, discourse is "the use of words to exchange thoughts and ideas."

Merriam-Webster (2016)

Why Communication?

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity · Self-direction · Global perspective · Perseverance · Work ethic · Interpersonal skills

transformSC

AN INITIATIVE OF   SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

Why Conversations?

Conversations

- help us build ideas

- solve problems

- communicate our thoughts

Zwiers & Crawford (2011)

What Students Say

"I didn't know what I knew until I talked about it."

- 7th grade student

"Conversations not only made us sound smarter, I think they actually made us smarter."

- 4th grade student

Zwiers & Crawford (2011)

Role of Talk

Must be engaging.

Listening to students turn and talk gives a teacher a chance to check for understanding.

Beers & Probst (2013)

Monologic vs. Dialogic Talk

Monologic

- Authoritative
- Goal of the listener is to agree with the speaker or learn from the speaker
- Teacher talks, students listen, take notes, and answer questions
- Transfer knowledge to students
- Student is passive receiver of knowledge

Dialogic

- Speaker becomes the listener and the listener becomes the speaker
- Both parties bring information and new ideas
- Students initiate questions about the texts
- Student is co-constructor of meaning

Beers & Probst (2013)

Monologic vs. Dialogic Talk

Monologic

- Teacher centered
- Questions asked are inauthentic in that the answers can be found in a text
- Checks for understanding

Dialogic

- Student centered
- Questions asked are authentic in that the answers are not found directly in one text
- Creates understanding

Beers & Probst (2013)

Dialogic Talk

It is

- Time consuming
- Noisy

But it

- Increases engagement
- Improves academic achievement

Beers & Probst (2013)

How Talk is Used in Your Classroom

Let's Talk About It

A Survey of How Talk Is Used in Your Classroom

First, in this space, write your definition of "classroom discussion."

Second, complete the survey below.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Practices and Dispositions					
Students who struggle with content benefit from first answering questions that reveal their understanding of basic information before trying to consider higher-level questions.					
Students seem to listen to one another as they answer questions I ask of the class.					
When discussing content, I generally know the answers to the questions I ask students.					
I plan the order of questions I will ask during a classroom discussion.					
My classroom discussions look a lot like great conversations: Students look at one another, listen intently, build on comments each other make, and reach aha's about the text through their discussions.					
In my classroom discussions I ask most of the questions, students respond to me, and I evaluate their responses.					

s and Robert E. Probst from *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies.* Portsmouth, NH: Heinemann. May be reproduced for classroom use only.

http://www.heinemann.com/shared/companionResources/E05080/A_2_Survey_2_Lets_Talk.pdf

Improving Dialogic Talk

Listen to the talk in your classroom and ask yourself if there is evidence of rigorous thinking.

Beers & Probst (2013)

Rigor and Talk Checklist: Nonfiction

Rigor and Talk: Nonfiction

Students and Dispositions

- Students are curious, as shown by comments such as "Tell me more . . ." and "Show me how . . ." and "What if we did this. . . ."
- Students are reflective, as shown by comments such as "To me, this means . . ." and "As I understand what you're saying . . ." and "After thinking about this some more . . ." and "When I reconsider. . . ."
- Students tolerate ambiguity, letting multiple ideas or positions exist side by side while evidence is being presented or sorted.

- Students are patient, giving ideas and others a chance to grow.
- Students are tentative, meaning they *offer* rather than *assert*, are open-minded rather than narrow-minded, are more interested in questions that are to be explored than in questions that are to be answered.
- Students show a willingness to rethink ideas, sometimes changing their minds, as shown by comments such as, "After reading this, I now think. . ." and "This section caused me to rethink. . . ."

Students and Texts

- Students use texts to expand, deepen, clarify, challenge, and change their own knowledge.
- Students avoid the assumption that a nonfiction text is true and accurate.
- Students use evidence from one or more texts to back up or refute author's claims.

- Students use evidence from one or more texts to back up their claims.
- Students refer to and quote from texts when appropriate.
- Students make connections within and across texts.
- Students refer to what was learned in previously read texts.

Students and Ideas

- Students change their minds about ideas when warranted.
- Students hypothesize.

- Students are able to consider alternative positions and are willing to ask "What if?"
- Students identify topics that they need to know more about before reaching conclusions.

Students and Reasoning and Evidence

- Students provide evidence for their statements and opinions, and they respect and are willing to be persuaded by substantial evidence and reasoning a text or another reader presents.
- Students present information in some sort of logical order—causes and effects, sequential, lists of reasons or examples.
- Students avoid "just because" statements and similar expressions that indicate disregard for reason and evidence.

- Students recognize faulty assumptions and encourage each other to examine those assumptions.
- Students recognize persuasive techniques.
- Students question the author's motives/claims/biases/assumptions when appropriate to do so.

Students and Vocabulary

- Students use language that shows they understand the vocabulary specific to the topic under discussion.

- Students ask for clarification of words they do not understand.

http://www.heinemann.com/shared/companionResources/E05080/C_17_Rigor_Talk.pdf

Rigor and Talk Checklist: Fiction

2 Rigor and Talk Checklist

Students and Dispositions

☐ Students are curious, as shown by comments such as "Tell me more . . ." and "Show me how . . ." and "What if we did this . . . ?"

☐ Students are reflective, as shown by comments such as "To me, this means. . . ." and "As I understand what you're saying. . . ." and "After thinking about this some more. . . ." and "When I reconsider. . . ."

☐ Students tolerate ambiguity, letting multiple ideas or positions exist side by side while evidence is being presented or sorted.

☐ Students are patient, giving ideas and others a chance to grow.

☐ Students are tentative, meaning they *offer* rather than *assert*, are open-minded rather than narrow-minded, are more interested in questions that are to be explored rather than questions that are to be answered.

Students and Texts

☐ Students use texts to expand, deepen, challenge, and clarify their own knowledge.

☐ Students use evidence from one or more texts to back up claims.

☐ Students make connections within a text.

☐ Students make connections across texts.

☐ Students refer to what was learned in previously read texts.

Students and Ideas

☐ Students change their minds about ideas from time to time.

☐ Students hypothesize.

☐ Students are able to consider alternative positions and are willing to ask "What if?"

☐ Students identify topics that they need to know more about before reaching conclusions.

Students and Reasoning and Evidence

☐ Students provide evidence for their statements and opinions.

☐ Students present information in some sort of logical order—cause and effect, sequential, lists of reasons or examples.

☐ Students avoid "just because" statements.

☐ Students recognize faulty assumptions and helpfully encourage each other to examine those assumptions.

☐ Students recognize persuasive techniques.

☐ Students question the author's motives when appropriate to do so.

Students and Vocabulary

☐ Students use language that reflects their understanding of the vocabulary specific to the topic under discussion.

☐ Students ask for clarification of words they see and hear but do not understand.

http://www.heinemann.com/shared/companionResources/E04693/NoticeNote_App2_RigorTalk.pdf

Improving Dialogic Talk

Focus on the five core skills of academic conversations.
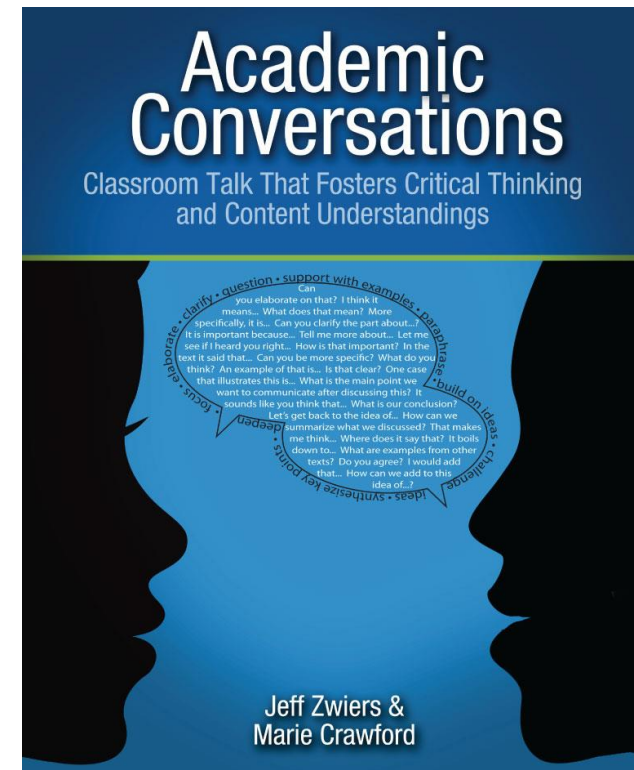
5 Core Skills of Academic Conversations

1. Elaborate and clarify

2. Support ideas with examples

3. Build on and/or challenge a partner's idea

4. Paraphrase

5. Synthesize conversation points

Elaborate and Clarify

Elaborating provides more important information about a particular topic.

Prompts for Conversations	Frames for Responding
Can you elaborate on…?	I think it means that…
What do you mean by…?	In other words..
Can you tell me more about…?	I believe that..
What makes you think that?	It is important because…

Support Ideas with Examples

Providing ideas and supporting evidence.

Prompts for Conversations	Frames for Responding
Can you give me an example from the text?	For example….
Can you show me where it says that?	In the text it said that…
What is a real-world example?	An example from my life is…
How do you justify that?	In this situation…

Build On and/or Challenge a Partner's Idea

Students need to learn how to build upon a partner's ideas and even challenge their thinking.

Prompts for Conversations	Frames for Responding
What do you think about the idea that…?	I would add that…
Can you add to this idea?	I want to expand on your point about…
I am not sure if this is relevant, but…	Then again, I think that…
How does this connect to the idea…?	Another way to look at this could be…

Paraphrase

Keeping track of what you hear, organize the information, and describe it in your own words.

Prompts for Conversations	Frames for Responding
I'm not sure that was clear…	So, you are saying that…
How can we relate what I said to the topic/question?	Am I right in hearing you say that…?
What is your take on what I said?	In other words…
What do we know so far?	What I am hearing is…

Synthesize Conversation Points

Fitting together key ideas from the conversations into one thoughtful statement.

| Prompts for Conversations	Frames for Responding
What have we discussed so far?	We can say that…
How can we bring this all together?	The main theme/point seems to be….
What can we agree upon?	As a result of this conversation, we think we should…
What key idea can we take away?	The evidence seems to suggest that…

Academic Conversation Placemat

Prompt starters:
Can you elaborate on…?
What does that mean?
What do you mean by….?
Can you clarify the part about…?
Tell me more about…
How is that important? How does it support your point that…
I understand the part about…, but I want to know…
Can you be more specific?

Response starters:
I think it means…
In other words,
More specifically, it is …
    because…
Let's see, an analogy might be…
It is important because…
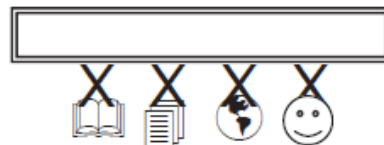
Prompt starters:
- Can you give an example from the text?
- What is a real world example?
- Can you think of examples from other texts?
- How does the example support the theme?
- Why is this theme important for people back then, today, and future?
- How can this them apply to your life (past, present, future)?

Response starters:
For example,
In the text it said that…
Remember in the other story we read that…
An example from my life is
One case that illustrates this is…

Key question, idea, theme, topic
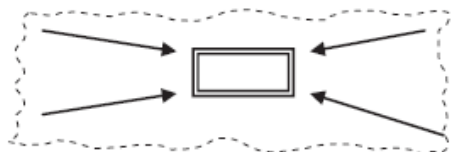
Prompt starters:
Is that clear?
Can I hear what you heard?
Does that make sense?
Do you know what I mean?
What do you think?
I'm not sure of all that I said.

Response starters:
Let me see if I heard you right…
To paraphrase what you just said, you…
In other words, you are saying that…
What I understood was…
It sounds like you think that…

Prompt starters:
How can we summarize what we discussed?
What have we discussed?
How can we bring these ideas together?
What is the main point we want to communicate after discussing this?
What is our conclusion?

Response starters:
We can say that…
It boils down to…
We can agree that…
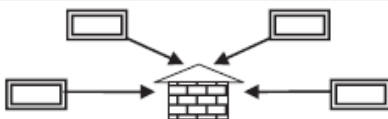Even though some might think that…, we conclude that…

Prompt starters:
How can we add to this idea of…
What other ideas or examples relate to this idea?
How can we use this idea?
Do you agree?
What contradicts this? What are other points of view?

Response starters:
I would add that…
Building on your idea that…, I think…
That idea connects to…
I see it a different way, On the other hand, …
Let's stay focused on the idea of…. Let's get back to the idea of…
That makes me think of…

Ideas for generating conversation topics/prompts:
Persuade/decide ,   Apply,   Right or Wrong?
Bias   Causes/Effects   Compare
Describe thru analogy   Hypothesize

Ideas for generating conversation topics/prompts:
Take Perspectives,   Interpret themes
Evaluate/critique   Solve problem
Synthesize,   Create/design

Improving Dialogic Talk

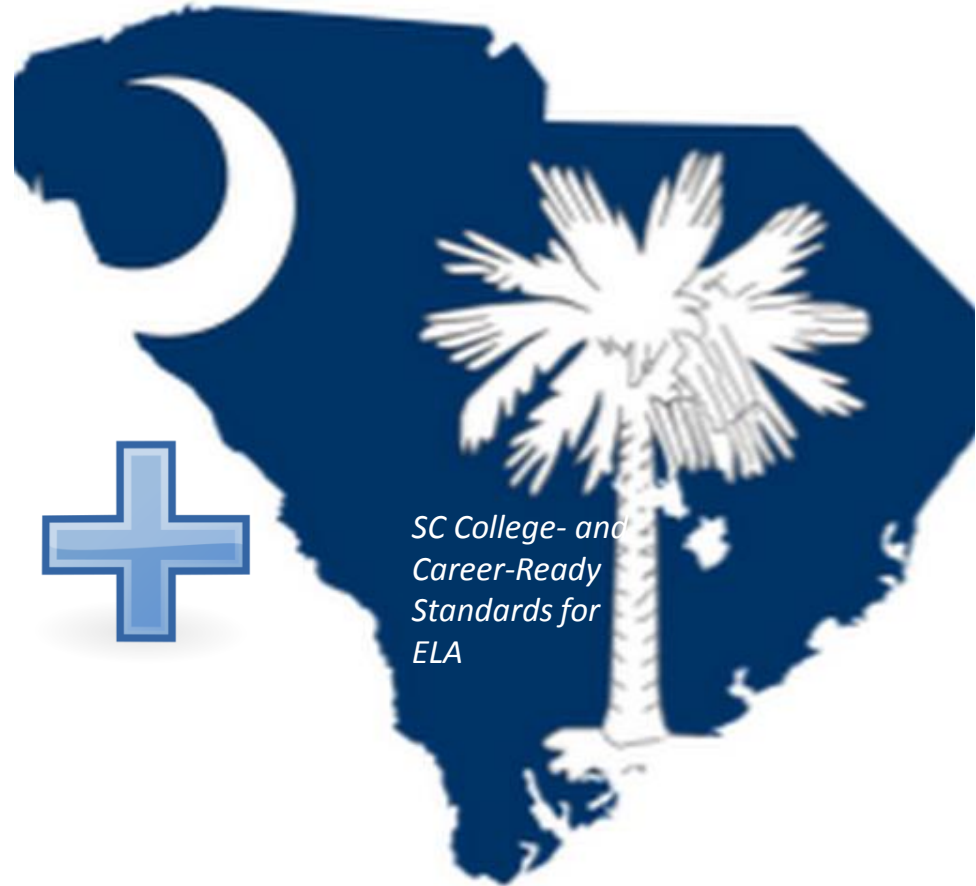Encourage students to use vocabulary from the content/discipline.

Ask high level questions of all students.

Give students feedback on their conversations.

Beers & Probst (2013)

Making the Connection

Academic Conversations and Discourse

SC College- and Career-Ready Standards for ELA

Communication

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

Communication

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

Wrapping it Up

- We have conversations to help us build ideas, solve problems, and communicate our thoughts.

- Dialogic talk is time consuming and noisy, however it increases engagement and improves academic achievement.

Comments and Questions During Session

http://www.chatzy.com/48997033132821

Contact Information

Candice M. Lowman

Middle Level ELA Education Associate

clowman@ed.sc.gov

803-791-0091

References

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